

Lambs Elementary

6800 Dorchester Rd.
N. Charleston, SC 29418

Grades	PK-5 Elementary School	
Enrollment	386 Students	
Principal	Janice Timko	843-767-5900
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	50	32	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	No
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

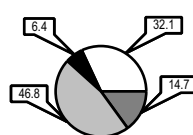
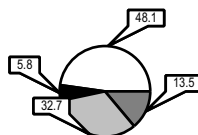
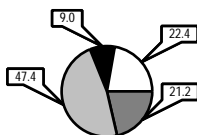
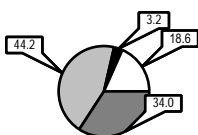
English/Language Arts

Mathematics

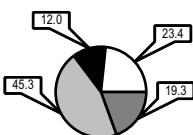
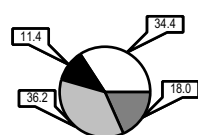
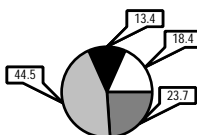
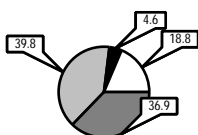
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	177	100.0	18.6	44.2	34.0	3.2	49.4	Yes	Yes
Gender									
Male	93	100.0	16.9	49.4	30.1	3.6	48.2		
Female	84	100.0	20.5	38.4	38.4	2.7	50.7		
Racial/Ethnic Group									
White	75	100.0	10.0	40.0	42.9	7.1	62.9	Yes	Yes
African American	61	100.0	21.8	52.7	25.5	0.0	36.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	40.9	45.5	13.6	0.0	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	148	100.0	15.4	41.5	39.2	3.8	55.4		
Disabled	29	100.0	34.6	57.7	7.7	0.0	19.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	177	100.0	18.6	44.2	34.0	3.2	49.4		
English Proficiency									
Limited English Proficient	25	100.0	47.1	29.4	23.5	0.0	35.3	I/S	I/S
Non-Limited English Proficient	152	100.0	15.1	46.0	35.3	3.6	51.1		
Socio-Economic Status									
Subsidized meals	99	100.0	23.0	51.7	25.3	0.0	37.9	Yes	Yes
Full-pay meals	78	100.0	13.0	34.8	44.9	7.2	63.8		

Mathematics – State Performance Objective = 36.7%									
All Students	177	100.0	22.4	47.4	21.2	9.0	47.4	Yes	Yes
Gender									
Male	93	100.0	20.5	45.8	25.3	8.4	47.0		
Female	84	100.0	24.7	49.3	16.4	9.6	47.9		
Racial/Ethnic Group									
White	75	100.0	12.9	47.1	25.7	14.3	61.4	Yes	Yes
African American	61	100.0	32.7	49.1	18.2	0.0	32.7	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	31.8	54.5	13.6	0.0	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	148	100.0	15.4	48.5	25.4	10.8	56.9		
Disabled	29	100.0	57.7	42.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	177	100.0	22.4	47.4	21.2	9.0	47.4		
English Proficiency									
Limited English Proficient	25	100.0	29.4	52.9	17.6	0.0	29.4	I/S	I/S
Non-Limited English Proficient	152	100.0	21.6	46.8	21.6	10.1	49.6		
Socio-Economic Status									
Subsidized meals	99	100.0	28.7	48.3	18.4	4.6	35.6	Yes	Yes
Full-pay meals	78	100.0	14.5	46.4	24.6	14.5	62.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	177	100.0	48.1	32.7	13.5	5.8	19.2
Gender							
Male	93	100.0	47.0	32.5	13.3	7.2	20.5
Female	84	100.0	49.3	32.9	13.7	4.1	17.8
Racial/Ethnic Group							
White	75	100.0	31.4	35.7	21.4	11.4	32.9
African American	61	100.0	63.6	27.3	7.3	1.8	9.1
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	68.2	31.8	0.0	0.0	0.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	148	100.0	39.2	37.7	16.2	6.9	23.1
Disabled	29	100.0	92.3	7.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	100.0	48.1	32.7	13.5	5.8	19.2
English Proficiency							
Limited English Proficient	25	100.0	70.6	29.4	0.0	0.0	0.0
Non-Limited English Proficient	152	100.0	45.3	33.1	15.1	6.5	21.6
Socio-Economic Status							
Subsidized meals	99	100.0	60.9	25.3	9.2	4.6	13.8
Full-pay meals	78	100.0	31.9	42.0	18.8	7.2	26.1

Social Studies							
All Students	177	100.0	32.1	46.8	14.7	6.4	21.2
Gender							
Male	93	100.0	38.6	34.9	18.1	8.4	26.5
Female	84	100.0	24.7	60.3	11.0	4.1	15.1
Racial/Ethnic Group							
White	75	100.0	20.0	51.4	20.0	8.6	28.6
African American	61	100.0	45.5	43.6	7.3	3.6	10.9
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	32	100.0	40.9	54.5	4.5	0.0	4.5
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	148	100.0	22.3	52.3	17.7	7.7	25.4
Disabled	29	100.0	80.8	19.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	177	100.0	32.1	46.8	14.7	6.4	21.2
English Proficiency							
Limited English Proficient	25	100.0	35.3	52.9	11.8	0.0	11.8
Non-Limited English Proficient	152	100.0	31.7	46.0	15.1	7.2	22.3
Socio-Economic Status							
Subsidized meals	99	100.0	43.7	43.7	11.5	1.1	12.6
Full-pay meals	78	100.0	17.4	50.7	18.8	13.0	31.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	73	97.3	7.7	40.0	46.2	6.2	52.3
	4	65	100.0	17.5	44.4	38.1	N/A	38.1
	5	77	98.7	22.2	52.8	22.2	2.8	25.0
	6	70	100.0	40.9	45.5	12.1	1.5	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	19.6	21.7	50.0	8.7	58.7
	4	66	100.0	22.4	51.7	25.9	0.0	25.9
	5	57	100.0	13.5	55.8	28.8	1.9	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	73	100.0	16.4	56.7	22.4	4.5	26.9
	4	65	100.0	19.0	50.8	15.9	14.3	30.2
	5	77	100.0	23.3	53.4	12.3	11.0	23.3
	6	70	100.0	42.4	39.4	12.1	6.1	18.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	54	100.0	17.4	47.8	19.6	15.2	34.8
	4	66	100.0	31.0	43.1	22.4	3.4	25.9
	5	57	100.0	17.3	51.9	21.2	9.6	30.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	41.3	43.5	8.7	6.5	15.2
	4	66	100.0	51.7	31.0	13.8	3.4	17.2
	5	57	100.0	50.0	25.0	17.3	7.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	54	100.0	17.4	58.7	15.2	8.7	23.9
	4	66	100.0	39.7	44.8	13.8	1.7	15.5
	5	57	100.0	36.5	38.5	15.4	9.6	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 386)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	100.0%
Retention rate	2.4%	Up from 0.9%	2.9%	3.0%
Attendance rate	96.3%	Up from 95.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%	Down from 10.3%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%	Down from 9.5%	3.2%	3.2%
Eligible for gifted and talented	14.8%	Up from 10.5%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 9.1%	9.0%	8.2%
Older than usual for grade	1.0%	Down from 1.2%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.2%	0.0%	0.0%
Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Down from 57.5%	53.6%	52.6%
Continuing contract teachers	73.5%	Down from 85.0%	85.7%	83.3%
Highly qualified teachers	87.1%	Up from 81.3%	93.9%	93.5%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 89.2%	88.3%	87.0%
Teacher attendance rate	94.9%	Down from 95.1%	95.0%	95.0%
Average teacher salary	\$42,239	Up 1.6%	\$41,870	\$41,703
Prof. development days/teacher	11.3 days	Down from 19.0 days	13.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 15.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 90.1%	89.8%	89.8%
Dollars spent per pupil*	\$5,336	Down 5.4%	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	77.5%	Up from 72.8%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lambs Elementary maintains an emphasis on academics in a safe, nurturing environment. This year, our school served approximately 435 students. 60% of the students are Air Force dependents. Additionally, there are special needs students comprising 12% of the population, with another 13% of the students receiving ESOL (English for Speakers of Other Language) services.

Air Force personnel bring a constant fluctuation in our student population. Most of our students who enter Kindergarten move away for Charleston by the third grade. Lambs also has a transient Hispanic population. Some parents move in and out of the area several times during the year. Some of our students enter the third grade having received no formal educational experiences. This constant influx of students in our community, however, provides for cultural diversity and creates a rich environment for learning.

We have addressed these concerns by providing programs that meet our students' needs. Lambs Elementary has been a member of the Accelerated Schools Project (ASP) for the past eight years. Through the ASP model, our programs are developed using data and research of best practices. We build on the strengths and talents of our students. Some of the programs that we offer at our school are: Reading and Math Renaissance programs which meet their individual instructional levels in reading and math; Rotary Reader program, a mentoring program that includes members from the community; PTA programs designed for the needs of our Hispanic parents; and Student Assistant Team to provide additional services for struggling students.

Each year our focus is on increasing student achievement. This year we were honored by the State of South Carolina with the Palmetto Silver Award for increased student achievement. This year we initiated several new programs that are designed to increase student achievement: The Coherent Curriculum; Inclusion delivery model for all students with learning disabilities; Differentiating instruction in all grade levels through our Walk-To-Read program; Analysis and application of student assessment of PACT scores and MAP test data; School-wide focus on Six Traits Writing curriculum; Weekly grade-level meetings to plan and implement the new Coherent Curriculum; Tutoring of students who scored Below Basic in PACT.

Our goal for the coming year is to continue improving student achievement and meet all the needs of our students.

Lynn Haugh and Patricia Clark - School Improvement Chairpersons
Janice Timko, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	44	39
Percent satisfied with learning environment	75.0%	86.4%	84.2%
Percent satisfied with social and physical environment	89.3%	79.5%	87.2%
Percent satisfied with school-home relations	58.6%	97.7%	71.1%

*Only students at the highest elementary school grade level at this school and their parents were included.